

## Ravenel Elementary

150 Ravenel School Road  
Seneca, SC 29678

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	517 Students	
<b>Principal</b>	Rhonda Tunstall	864-885-5026
<b>Superintendent</b>	Dr. Valerie Truesdale	864-886-4400
<b>Board Chair</b>	Harry B. Mays, Jr.	864-972-3629

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	53	24	0	0

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Good	Yes

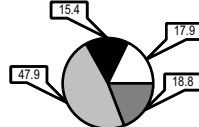
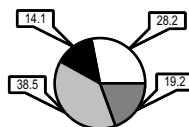
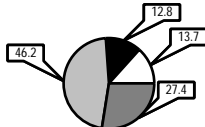
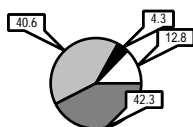
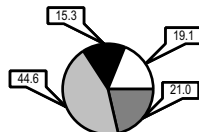
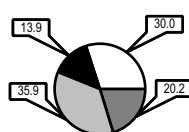
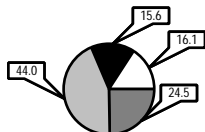
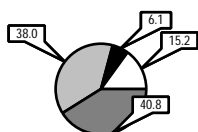
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	256	100.0	12.8	40.6	42.3	4.3	59.0	Yes	Yes
<b>Gender</b>									
Male	138	100.0	19.4	38.7	38.7	3.2	54.0		
Female	118	100.0	5.5	42.7	46.4	5.5	64.5		
<b>Racial/Ethnic Group</b>									
White	188	100.0	10.3	36.8	47.1	5.7	65.5	Yes	Yes
African American	56	100.0	24.0	50.0	26.0	0.0	38.0	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	214	100.0	8.2	40.0	47.2	4.6	66.2		
Disabled	42	100.0	35.9	43.6	17.9	2.6	23.1	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	256	100.0	12.8	40.6	42.3	4.3	59.0		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	252	100.0	12.9	40.5	42.2	4.3	58.6		
<b>Socio-Economic Status</b>									
Subsidized meals	111	100.0	20.6	51.5	27.8	0.0	38.1	Yes	Yes
Full-pay meals	144	100.0	7.3	32.8	52.6	7.3	73.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	256	100.0	13.7	46.2	27.4	12.8	56.4	Yes	Yes
<b>Gender</b>									
Male	138	100.0	15.3	41.9	31.5	11.3	54.8		
Female	118	100.0	11.8	50.9	22.7	14.5	58.2		
<b>Racial/Ethnic Group</b>									
White	188	100.0	11.5	42.5	30.5	15.5	63.8	Yes	Yes
African American	56	100.0	24.0	54.0	18.0	4.0	30.0	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	214	100.0	8.2	46.7	30.3	14.9	63.6		
Disabled	42	100.0	41.0	43.6	12.8	2.6	20.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	256	100.0	13.7	46.2	27.4	12.8	56.4		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	252	100.0	13.8	46.1	27.6	12.5	56.5		
<b>Socio-Economic Status</b>									
Subsidized meals	111	100.0	24.7	54.6	18.6	2.1	33.0	Yes	Yes
Full-pay meals	144	100.0	5.8	40.1	33.6	20.4	73.0		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	256	100.0	28.2	38.5	19.2	14.1	33.3
<b>Gender</b>							
Male	138	100.0	33.1	32.3	16.9	17.7	34.7
Female	118	100.0	22.7	45.5	21.8	10.0	31.8
<b>Racial/Ethnic Group</b>							
White	188	100.0	24.7	33.9	23.0	18.4	41.4
African American	56	100.0	42.0	48.0	8.0	2.0	10.0
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	214	100.0	21.5	40.5	22.1	15.9	37.9
Disabled	42	100.0	61.5	28.2	5.1	5.1	10.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	28.2	38.5	19.2	14.1	33.3
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	252	100.0	28.0	38.4	19.4	14.2	33.6
<b>Socio-Economic Status</b>							
Subsidized meals	111	100.0	45.4	44.3	5.2	5.2	10.3
Full-pay meals	144	100.0	16.1	34.3	29.2	20.4	49.6

<b>Social Studies</b>							
All Students	256	100.0	17.9	47.9	18.8	15.4	34.2
<b>Gender</b>							
Male	138	100.0	20.2	42.7	19.4	17.7	37.1
Female	118	100.0	15.5	53.6	18.2	12.7	30.9
<b>Racial/Ethnic Group</b>							
White	188	100.0	15.5	46.6	20.1	17.8	37.9
African American	56	100.0	28.0	54.0	10.0	8.0	18.0
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	214	100.0	13.8	48.7	20.5	16.9	37.4
Disabled	42	100.0	38.5	43.6	10.3	7.7	17.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	17.9	47.9	18.8	15.4	34.2
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	252	100.0	18.1	47.8	19.0	15.1	34.1
<b>Socio-Economic Status</b>							
Subsidized meals	111	100.0	29.9	48.5	12.4	9.3	21.6
Full-pay meals	144	100.0	9.5	47.4	23.4	19.7	43.1

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	93	100.0	11.0	26.4	49.5	13.2	62.6
	4	83	100.0	18.5	48.1	32.1	1.2	33.3
	5	77	100.0	21.1	53.9	18.4	6.6	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	83	100.0	8.3	27.8	54.2	9.7	63.9
	4	97	100.0	12.2	47.8	36.7	3.3	40.0
	5	76	100.0	18.1	44.4	37.5	0.0	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	93	100.0	7.7	54.9	24.2	13.2	37.4
	4	83	100.0	24.7	45.7	18.5	11.1	29.6
	5	77	100.0	13.2	47.4	21.1	18.4	39.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	83	100.0	8.3	55.6	27.8	8.3	36.1
	4	97	100.0	16.7	40.0	31.1	12.2	43.3
	5	76	100.0	15.3	44.4	22.2	18.1	40.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	83	100.0	31.9	38.9	16.7	12.5	29.2
	4	97	100.0	23.3	44.4	17.8	14.4	32.2
	5	76	100.0	30.6	30.6	23.6	15.3	38.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	83	100.0	11.1	50.0	22.2	16.7	38.9
	4	97	100.0	15.6	48.9	20.0	15.6	35.6
	5	76	100.0	27.8	44.4	13.9	13.9	27.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 517)</b>				
First graders who attended full-day kindergarten	93.6%	Up from 88.9%	100.0%	100.0%
Retention rate	3.8%	Up from 2.1%	2.5%	3.0%
Attendance rate	97.0%	Down from 97.6%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%	Down from 2.4%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%	Up from 2.0%	2.7%	3.2%
Eligible for gifted and talented	21.7%	Up from 19.9%	18.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.1%	Down from 12.4%	8.0%	8.2%
Older than usual for grade	0.8%	No change	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 39)</b>				
Teachers with advanced degrees	71.8%	Down from 73.0%	53.6%	52.6%
Continuing contract teachers	66.7%	Down from 75.7%	84.6%	83.3%
Highly qualified teachers	91.7%	Down from 100.0%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.0%	Down from 91.9%	88.7%	87.0%
Teacher attendance rate	94.3%	Down from 94.5%	94.9%	95.0%
Average teacher salary	\$42,743	Down 1.2%	\$42,625	\$41,703
Prof. development days/teacher	10.7 days	Up from 10.6 days	12.2 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 20.0 to 1	19.7 to 1	18.8 to 1
Prime instructional time	89.7%	Down from 90.8%	90.1%	89.8%
Dollars spent per pupil*	\$6,156	Down 4.4%	\$5,922	\$6,242
Percent of expenditures for teacher salaries*	71.0%	Down from 71.4%	66.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our "future was bright" indeed at Ravenel Elementary School this year! We had many exciting opportunities, as we continue to strive for excellence. Our mission is to equip students for lifelong learning by providing academic and technical knowledge in a safe environment that encourages social responsibility and stimulates creative and critical thinking in a partnership with parents, our community and Ravenel Elementary School.

Meeting the individual needs of all 532 children is a priority at Ravenel Elementary. Differentiated Instruction has been a focus of staff development and the heart of our continued growth to enable all students to experience academic success. Our teachers and staff continue to use data to guide our instruction and provide a meaningful curriculum to our students. Additionally, we have made great gains with technology. Each grade level has a LCD/Laptop Projector cart and access to a full computer lab and mobile wireless lab. Control Panel Response Systems actively engage our students in the learning process and facilitate ongoing assessment.

We offer a comprehensive guidance and counseling program providing classroom guidance, as well as small group and individual counseling. Core Essential words outline our character education program and are embedded throughout our curriculum and school life. Our annual Career Day highlights many opportunities for our children and expands awareness in career education.

Our fine arts and physical education programs meet the needs of the whole child. Artists on the Green is a yearly event where over thirty artisans share their talents with our Ravenel family. Students receive music and art instruction once a week in each class and participate in an after-school art club and chorus. Our fifth grade students enjoyed an Artist in Residence this year through their music class. All students and families are encouraged to participate in our early morning walking club, an extension of our physical education program. Students participate in physical education twice a week. Our special selected jump rope team, Ravenel Ropesters, practice daily after school. The media center is the heart of school where students are learning to read to find meaning and pleasure. The Big Three, The Big Six, an updated section of non-fiction literature and expanded opportunities for literature are a few of the tools used in our library to enrich our students' educational experiences.

Our dedicated staff works hard to help guests feel welcome by providing an inviting environment and attractive school building; consequently, our school was a 2004 South Carolina Red Carpet Winner. Additionally, we met Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act.

It takes commitment from our entire Ravenel family to ensure our children are thriving and growing academically, socially, and physically. Ravenel Elementary is a special place to learn and grow together!

Rhonda Tunstall, Principal  
Seth Chea, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	64	50
Percent satisfied with learning environment	100.0%	89.1%	94.0%
Percent satisfied with social and physical environment	100.0%	82.5%	95.9%
Percent satisfied with school-home relations	100.0%	89.1%	87.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.